NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Applied Arts Special

1984

GREETINGS

Fun and studies go hand-in-hand

While their goal is higher education, Niagara College students do a lot of their studying in a "fun way." These students take a break from the rigors of course work to relax in one of the lounges of the Simcoe Building, but many others use the lounge areas to continue with their studies. The college's Student Administrative Council puts on events for the benefit of students. SAC is open to suggestions for other activity ideas.

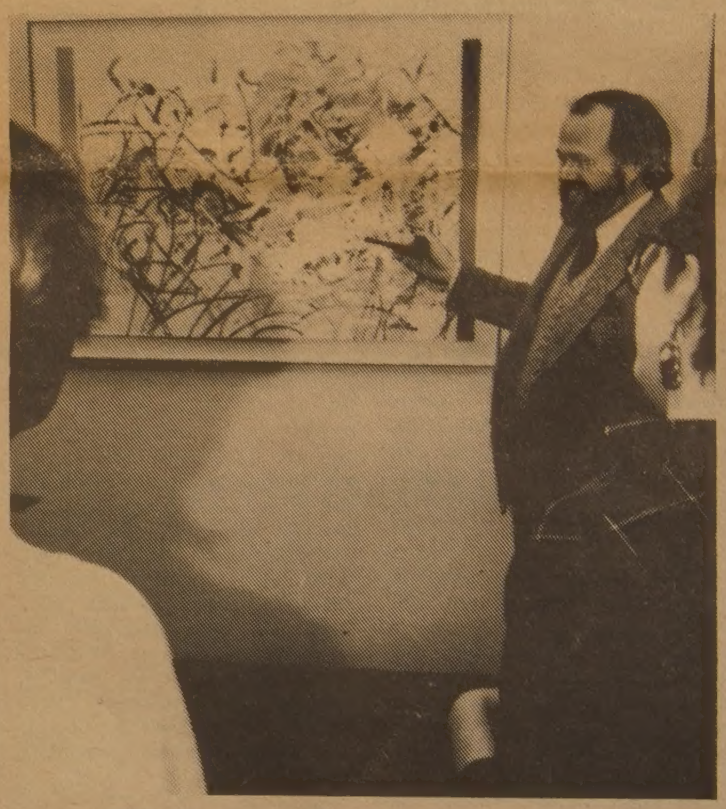
Niagara College would be pleased to welcome YOU!

YOU will continue to keep Niagara College what is has become today, regardless of the program that attracted **YOU** to it.

Niagara College would be pleased to count **YOU** among its students in the Fall, 1985.

Students from all parts of the country — indeed, from around the world — have studied at Niagara and gone on to make their mark in their fields and in many other countries.

YOU will be among them when **YOU** finish your program.

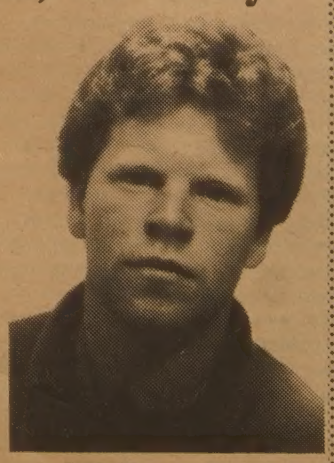


Well-rounded education

The Hennepin Art Gallery is a display area for artists' work, but it too may be featured in some of the courses at Niagara College. A wide variety of English and general electives provide students with a well-rounded education and add to the fun of Niagara's career-oriented programs. The broad experience of college instructors adds another dimension to learning for the students.

Turner

N.C. : 'warm, friendly'



Dear Future Students

Niagara College is a very warm and friendly place.

It is one of my responsibilities that your enrollment at Niagara College will be most memorable and enjoyable. Activities such as educational speakers, movies, participation in clubs, and pub nights are just a few of the ways that SAC tries to enrich the student life at Niagara.

Student participation is the key to a successful and enjoyable academic year.

John Turner, President
Student Administrative Council
Niagara College

Where's your program?

Broadcast; Radio/TV	Pg.11	Interior Decorating	Pg. 5
Early Childhood Education	Pg. 9	Journalism	Pg.11
Education des Petits	Pg. 9	Labour Studies	Pg. 2
Educational Resource Technician	Pg. 9	Law & Security Administration	Pg. 8
Fashion Arts	Pg.12	Library Technician	Pg. 5
Fine Arts	Pg. 8	Management/Labour Studies	Pg.12
General College	Pg. 3	Social Services	Pg. 8
Horticultural Technician	Pg. 3	Theatre Arts	Pg.11
Human Relations	Pg. 9		

Working with seniors, handicapped are rewards of unique college course

Education Resource Technician

'Unique course' emphasis: community involvement

If you are interested in working with children and adults with varying degrees of abilities and physical handicaps; if you are looking for a program that provides versatility, flexibility and a wide variety of employment opportunities, with a track record of more than 90 per cent employment for its graduates — consider the Educational Resources Technician Program at Niagara College.

This program is a program unique in the Province of Ontario. Students in the Educational Resources Technician Program learn to work with the physically and mentally handicapped, the hearing impaired, the emotionally disturbed, children and adults experiencing learning difficulties and senior citizens.

The emphasis in the program is on "Learning by doing" and community involvement. Students learn to do assessments, develop and write programs and lesson plans. In addition, students are taught remedial work, pharmacology, restrictive holds, applied behaviour management, organizational skills, recreational activities such as games and crafts, basic library skills and the operation of a variety of media equipment such as cameras, projectors and video recorders. All students receive first aid training and are granted a St. John standard first aid certificate upon completion.

First year students spend a series of half days at the Niagara Peninsula Children's Centre, formerly the Crippled Children's Centre. Here they are instructed by a physio-therapist on posturing, lifting, feeding and doing physical activity with children who have cerebral palsy, and spina bifida. The facilities, the special equipment, the teachers, and the children are made available to our students. Students observe, ask questions and become involved in their program.

Second-year students complete five months of remedial work on a twice weekly basis working with an individual child experiencing learning problems. These children are made available through special services department, Niagara South Board of Education and Welland County Separate School Board. ERT students prepare lesson plans and all the necessary concrete materials to carry out these activities in the individual child's school. Twelve Welland elementary schools are involved in this program.

Field practice

Field practice is an integral part of the program. In addition to providing invaluable experience for students from this field practice opportunity our students gain employment. Each student spends one day per week and a complete month at the end of both years in field practice. This field practise experience results in employment for many second year students during their graduating year at the college.

What career opportunities are available for our graduates? Opportunities for employment upon graduation from this program are varied and numerous. Employment oppotunities include work as paraprofessionals/teachers' aides in the elementary and secondary settings and schools for the retarded. With the implementation of Bill 82, boards of education in Ontario have been mandated to provide education for all levels of exceptionalities. The need for paraprofessionals/teachers' aides has greatly increased. Opportunities for employment also exist in developmental and prevocational centres, residences, group homes and workshops for the handicapped, the hearing impaired, the blind, the emotionally disturbed, and the learning disabled, and in senior citizens' homes and outdoor study centres.

If you are interested in learning more about this exciting career, please contact Mrs. Elvira Lucas, Program Co-ordinator, Educational Resources Technicial Program, at Niagara College, Ext. 709. Plan to spend a day with our classes, speak to the students and see for yourself.

19th year

Niagara is one of 22 Colleges of Applied Arts and Technology in the province.

Founded in 1967, the college now has an enrolment of about 3,500 full-time day students and more than 5,000 part-time.

It is governed by a Board of Governors, a group of community-minded citizens interested in education and in maintaining Niagara College as a strong educational force in the Niagara Region.

Sociology studies many relationships

Sociology is the study of relationships among people, or the study of society. In a sense we all do something like sociology in our daily lives. Before studying sociology, we have learned a great deal about how people are likely to behave and what we can expect to happen in a wide variety of situations. Much of this has been taught by one's parents, peers, the media and one's own experience. This knowledge, a rudimentary form of sociology, provides us with an adequate understanding of how to live our daily lives. This differs, however, from the discipline of sociology, which is a scientific study and knowledge of the social world in which we live.

Introductory Sociology serves many of the program areas at Niagara College, and several specially designed courses have been tailor-made for individual program areas. Child, Home, and Family is offered to Farly Childhood Education and Social Service Worker students. The Media and Society is a unique course taught in the Journalism-Print and Broadcasting programs. Canadian Society and Social Problems are studied by students in various programs. A new Medical Sociology is being developed for use in Nursing and Allied Health programs.

POPULAR COURSES

Sociology electives have proven to be popular over the last few years, with such courses as Women's Role in Society, Critical Issues in Sociology, Social Deviance, Marriage Relationships, and the Social Impact of the Computer. All of these are taught to students from many programs across the College.

With these many and varied offerings, the Sociology Department at Niagara College provides the student with a clearer, more organized and critical view of his world.

Labour Studies

In 1968, Niagara College established the first Labour Studies Certificate program in Canada.

The Labour Studies program is a part-time evening/weekend program by the labour councils and the unions in the Niagara peninsula. The course offered will appeal to officers, stewards, committee members and rank and file members of a union – in the private or public sector – from the shop floor to the office to the health care setting.

Activities are scheduled in the evening, on the weekend or during the day, depending on the wishes of the participants.

For further information or specific program requests, contact Sherri Rosen, the Co-ordinator of Labour Studies, Niagara College of Applied Arts and Technology, P.O. Box 1005, Woodlawn Road, Welland, Ontario, L3B 5S2.

735-2211/688-1380/384-9769/382-2383, ext. 622 or 736.

Niagara College reserves the right to change, without notice, any information given in this notice.

Plants, high technology go together in Horticulture

Photo by Russ Murray

Hort graduates go to busy industry

Horticulture employs more people in Ontario than any other industry. Opportunities can be found in the following areas:

- Greenhouse production
- Nursery production
- Landscape design
- Landscape construction
- Floral retailing and design
- Turf maintenance: parks, playgrounds, golf courses
- Garden centre operations
- Fruit and vegetable production
- Arboriculture: care and maintenance of trees in urban areas
- Tobacco production
- Horticultural supplies: fertilizers, equipment, pesticides, etc.
- Therapeutic horticulture for the disabled
- Horticultural research: tissue, culture, plant genetics, hardiness trials

Over the past 15 years, Niagara College has offered a two-year (four-term) in-depth Horticultural Technician Program to students from across Canada. Student job placement has been excellent. The Horticultural Technician Program is located on a 30-acre park site in the heart of St. Catharines. Interested applicants should contact J. P. Mansfield, Program Co-ordinator, Horticultural Centre, 360 Niagara Street North, St. Catharines, Ontario L2M 4W1, or telephone 416-934-4071.

College offers French in some programs

French is offered in some full-time day programs and is burgeoning in continuing education at Niagara, one of six bilingual community colleges in Ontario.

Bilingual Secretary, Early Childhood Education and Tourism are taught in French which is also available to full-time day students in other programs.

In continuing education, French programs have grown from four levels to nine and from 60 to 387 students since 1982.

Nicole Vigeant, administrator of French Language Services, says students who graduate from the ninth level are "fluent for most situations."

They can adapt easily in a French community but it would probably take a litle longer for them to fit into an employment situation.

There are two programs: French as a Second Language which uses Francais International textbooks; and French Mother Tongue, which is mainly for students from a French background.

General College offers numerous options

Not sure about your career or personal goals? You can be! General College Program is the answer. The Program allows and assists those students who are as yet uncertain about their future objectives to define personal and career goals, through the offering of a number of options such as Social Sciences, Humanities and Fine Arts.

The Program offers courses in typing, remedial and advanced mathematics, basic computer skills and word processing. An offering of basic French and physical education is under current consideration. The Fine Arts option offers courses in Life Drawing, Oil Painting, Media and Hand Lettering and some of these courses are offered through Continuing Education. Students of the Fine Arts option prepare portfolios which have enabled a number to continue studies in other institutions.

General College is one of the very few Programs which has a January as well as a September start. Each and every student entering the Program is guided in the selection of courses, and receives an individual timetable. This level of guidance, counselling and assistance continues as long as the student is associated with the Program, and, in some cases, beyond.

By selecting courses of interest from the School of Applied Arts, including Fine Arts, and given the availability of space from the schools of Business, Health Sciences, and Applied Science and Technology Programs, a student is able to determine how the individual career or learning goals are to be achieved. In this way, it is possible to design a special program which can be the basis for further education, or will meet immediate specific career objectives.

A two-year, four-semester program accommodates students with a variety of educational needs. This program is appropriate for those who are undecided about educational or career objectives, or who find existing programs unsuitable to their needs.

Students who have a limited amount of time to spend at the College can select courses to fit their schedules on a part-time basis during the day and/or night. Students who wish to obtain advanced credit standing before moving to career programs, or who want to obtain diploma status, or are considering re-entering the work force after a long absence, and would like to assess their abilities, can benefit from the General College Program.

Those students who graduate from the Program are issued a diploma designated as General College.

Competent language skills mean better positions

What is the secret to getting and keeping a job today? Why do some people move steadily up the promotional ladder while others, with equal technical skills, languish in a dead-end job? The answer, if you listen to those managers and personnel officers whose job it is to know, is that the key to the most desirable positions in management and industry is competent language skills. The ability to convey information and ideas clearly, concisely and effectively in reports and memos, that special knack of knowing how to relate well with other people in the workplace, the ability to read pages of written material quickly and to extract from them the key points — these are all characteristics of advanced language skills. They are, too, some of the skills that the English program at Niagara College is designed to teach.

Comprehensive

Unlike some colleges where the English program has been reduced in recent years, Niagara College's English program is a totally comprehensive one. English courses which cover the spectrum from basic writing skills to literature, technical and business correspondence to public speaking, communications theory to effective reading are available to most students at some point in their English program. Class sizes are generally small, discussion rather than lecturing is the preferred teaching method, and instructors are readily available to students for individual consultation. For those who are still having difficulty with basic writing skills, very small tutorial classes are available. Since a close relationship is maintained between English instructors and vocational instructors, English at Niagara is a practical experience in the application of communication techniques to the world of work.

The quality and innovativeness of English instruction at Niagara College is perhaps best illustrated by the unprecedented number of textbooks published by the English faculty during the past few years. Brian Green's perennial best seller *The Bare Essentials* and Matthews and Webb's imaginative anthology *Who's Going to Read This Anyway* have been standard basic writing textbooks in colleges and universities across the country for the past seven years. A new Webb/Matthews applied communications text, *The Functional Writer* will be published by Holt, Rinehart Winston in Spring 1985. In the realm of business English veteran instructors Murphy, Reinhart and Jurmain have distilled years of practical business writing experience into a very successful Canadian edition of *Business Communication: Strategies and Skills*. These nationally prominent textbooks, along with a number of in-house publications, make Niagara College's English Division a leader in the field of English skills instruction.

English labs

The English Department is also involved in developing and upgrading computer assisted instruction (C.A.I.) to better meet the needs of all students. Programs which are self-paced and adaptable to individual student needs are available to correct specific writing problems. In addition a computer lab equipped with graphic and video-disc capability is available for more advanced courses in writing, research, literary study and communications.

A well balanced English curriculum, innovative instruction, and some of the latest computer assisted aids make Niagara College the natural choice for those who recognize the importance of language skills in the modern workplace.

Applied Arts Special

Niagara College of Applied Arts and Technology
Woodlawn Road Box 1005
Welland, Ont. L3B 5S2
(416) 735-2211

Jacqueline Robarts, College President

I.J. Giancarlo, Dean

G.A. Blazetich, Chairman
Academic Studies Division

D.A. Davies, Chairman
Human Services Division

D.J. Malone, Chairman
Communication and Creative Arts

All copy in this edition was provided by the co-ordinators of the individual programs.
Production was by the Journalism-Print program.

Typesetting:
Shirley LeReverend
Derek M. Lacey

From the Top

Join Niagara

In the next few months, you are going to make career decisions which will affect the rest of your life. You will make your first occupational choice and you will choose where you wish to be trained in that initial career. I ask that you and your parents seriously consider the opportunities available at and the benefits of attending your local community college – Niagara College. Being able to attend college close to home has many pluses that you should explore.

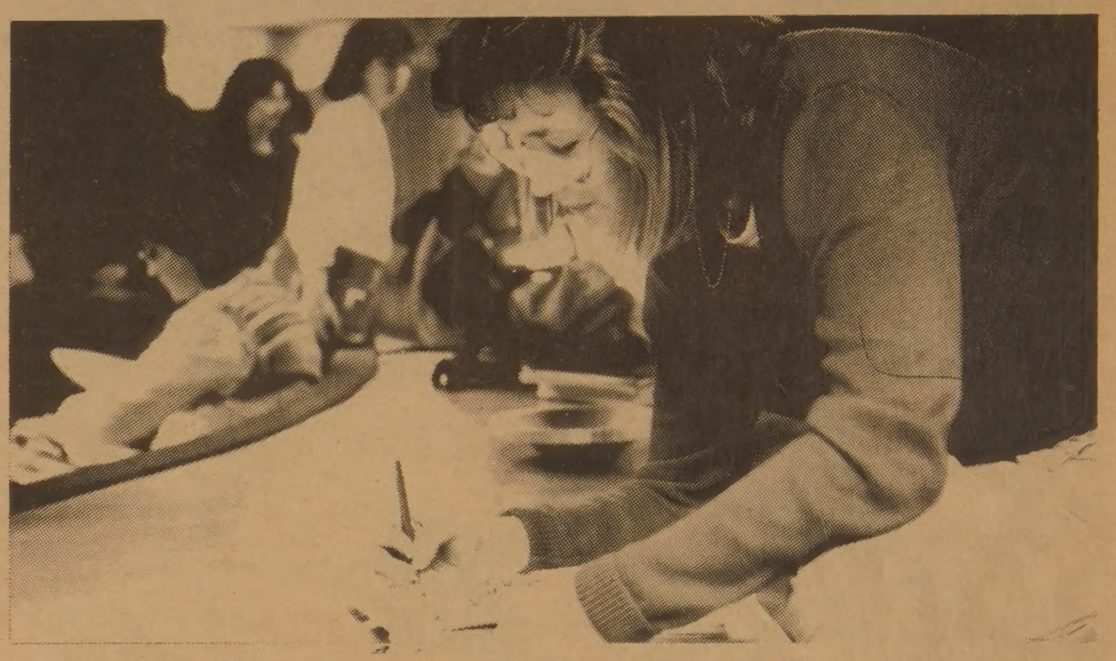
You have heard a great deal, I suspect, about the lack of opportunities for young people today. Let me assure you that there is not going to be a shortage of employment in our service sector. And this is where Applied Arts programs come in!

JACQUELINE ROBARTS

Niagara College offers you a wide variety of Applied Arts programs as presented in this publication. Read about them and you will find they provide extensive opportunities for on-the-job work experience prior to graduation which will provide you with increased opportunities for employment. Each program has an excellent record of job placement.

We are as close as your telephone. Call us, come in to see us and take the opportunity to talk to our staff about the programs that are of interest to you. We are here to help you reach your career goals.

Jacqueline P. Robarts,
President.



Studying in a relaxed atmosphere at Niagara

Application forms are available

Vacancies for September, 1985, exist in many of the programs in the School of Applied Arts. If you have not already applied, application forms are available from Counselling offices in all Ontario High Schools or through the Admissions Office at Niagara.

Our admissions staff will be pleased to assist you. They may be reached at the address noted below:

Admissions
Niagara College of Applied Arts and Technology
P.O. Box 1005
Woodlawn Road
Welland, Ontario
L3B 5S2

(416) 735-2211
688-1340
Fxt. 544

A future Applied Arts program edition will include information on Adult Training

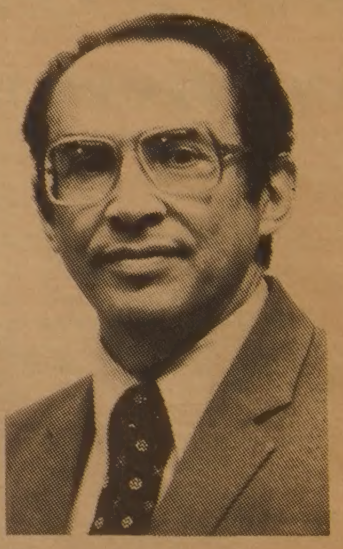
Dean's Message

The School of Applied Arts is pleased to provide you with the opportunity to review the programs that we will be offering in the academic year 1985/86.

The School has numerous post-secondary, full-time programs, a number of Adult Training programs, and offers annually more than 370 courses in Continuing Education.

You will find the employment record of our graduates to be very good. I, therefore, encourage you to consider the programs that best suit your interests and aptitude.

Students who enjoy working with people or have a creative flair should look closely at programs that are available to them in such areas as Human and Community Services or in Communication and Creative Arts.



I.J. GIANCARLO

In a time of growing complexity in occupations, many young people realize that interpersonal and communication skills, combined with skill training in some field, will provide them with the best career and growth potential. The School has the overall objective of providing sound, practical skill training, balanced by courses related to individual human growth and communication skills. Many courses, including those in general education, support the goals of our Applied Arts programs. Since the ability to communicate your ideas clearly is so essential in every profession, the School offers excellent English courses to assist the students in developing their communication skills. English Electives and General Electives also serve to broaden the students' knowledge of themselves and the world around them.

Most of our programs also feature a field practice or practical work component that provides the student with actual on-the-job experience. Students are placed in a work situation for a day, week, or even a month at a time. Attention is also given to the up-to-date methods being employed in various fields, including new computer applications.

We are proud of the fact that the College is making an important contribution in preparing young people to tackle the challenge that will face them. The friendly staff of Applied Arts are interested in helping students to achieve their goals and provide assistance and individual attention where necessary.

Employers indicate that they are very pleased with the type of graduates that are being turned out by our programs.

I.J. Giancarlo,
Executive Dean and Dean,
School of Applied Arts

Come to Niagara

Higher education at lower cost

Going away from home to continue one's education may be part of maturing ... but it can be expensive. And one of the early objectives of establishing community-based colleges was to help students obtain education beyond high school which was within their financial reach.

The legislation setting up the colleges did not prevent students from exploring other parts of the province for their education as attractive programs began appearing at all of the 22 colleges. But today the cost of living away from home may well be a limiting factor.

The overall state of the economy and the persistent high level of unemployment are major considerations for students and their families planning how best to prepare for the future.

The popularity of many Applied Arts programs at Niagara College may well be the answer to the nagging questions of cost and unemployment. Students are able to live at home in any part of the peninsula, maintain part-time and weekend employment and still complete their studies.

Colleges, with a few exceptions in the North, do not have residences or the social, community-style living arrangements which university students can enjoy. A college student with a family connection in another community may well be able to manage, but, for the most part, it is through having to rely on room and board in the community. The cost of an apartment in some communities is higher than an average student can afford, even when two and three share the cost. What about eating out? Entertainment?

Niagara College is your community college. It is "home" to a number of excellent programs to serve your needs – not only in Applied Arts, but other areas of training as well. Explore Niagara College first: those far away pastures may not be greener.

Challenging, exciting change entering all library work

Challenging and exciting are the changes now to be found in library work. The Library Technician Program at Niagara College is in the forefront of these innovations. Students entering the Program are ready and willing to meet the challenges of serving society.

A vast array of talents and interests has been the hallmark of students studying library techniques with us. Music, art, languages and so forth, have been found by our graduates to be invaluable in the market place.

Computers abound in society today and no less so in libraries. Introductory courses on computer literacy are taught at the College by qualified instructors. The Program is the happy owner of a modern microcomputer used for training in library techniques.

The Program prides itself in offering unique and relevant courses. Niagara is the only college in Ontario to provide a word processing course. This fascinating computer technology is used in more and more libraries and, as such, has been introduced into our curriculum. Students currently enrolled in word processing are intrigued by it and interested in its potential.

Library technician operates computer

CREATIVE DRAMA

Creative drama is another winner with our class. The group loves the content and method of presentation in this self-expression course. Graduates have remarked on its practical value in the work place.

Niagara College has met, and will continue to meet, the challenge of change. Invaluable feedback is actively solicited from the library profession both within and outside the community. The advice received is acted upon. As Chairman of the Ontario Association of Library Technician Instructors, the Program Co-ordinator is in constant touch with trends in other library technician programs throughout Ontario.

Exemptions are granted for courses taken elsewhere and for relevant work experience. Selected courses can be taken in the evening as an alternative to the full two-year day program. Class size, somewhat smaller than in comparable programs in larger urban cities, guarantees more individual attention.

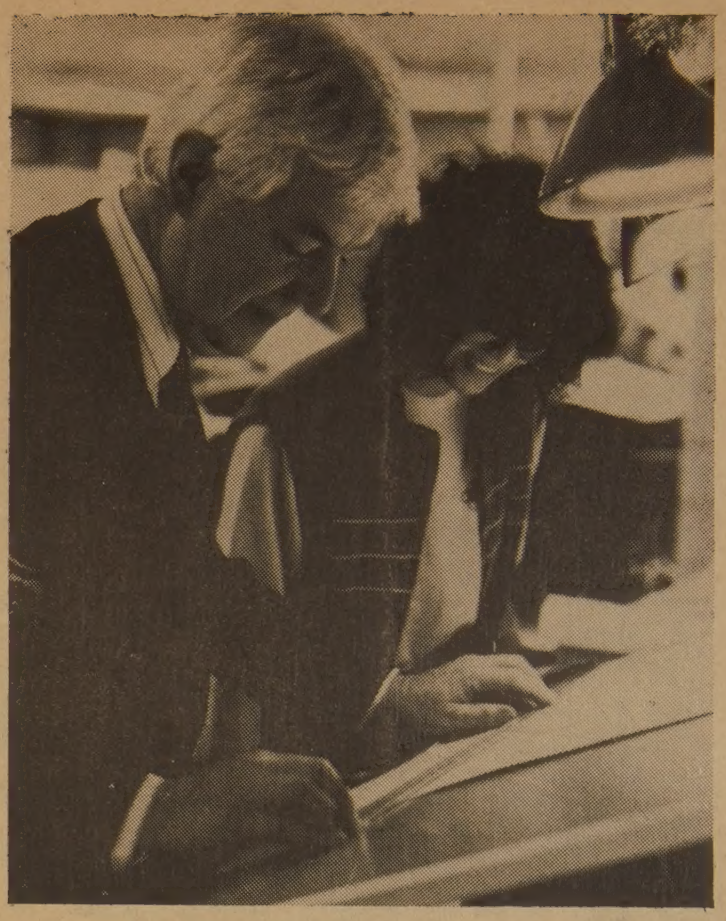
Field practice consists of a two week period at the end of each of the four terms. While most practical work is done in local libraries, students have done this work throughout the province and the country. Practice work in different types of libraries introduces the student to the range and variety of library service. Besides the valuable experience obtained, students often use the field supervisor as a reference for future employment.

TOP FACULTY

Faculty teaching the library courses have masters degrees in library science. Years of perience in public, school and college libraries in Ontario, Saskatchewan, Quebec and Newfoundland add to those qualifications. Weekly guest lecturers from the library field share their expertise with the class. Experienced and well qualified instructors teach the other disciplines at the College.

Employment offered in a wide range of libraries is one reason why 70 to 80 per cent of Niagara's graduates have been successful in obtaining library jobs. Public, college, school, university, government, business, legislature, legal and hospital libraries have employed our students. Additionally, graduates have obtained jobs in library-related areas – bookstores, audio visual companies, film companies, book wholesalers.

The Library Technician Program at Niagara College invites you to join us so that, together, we can guarantee that libraries will have a continuing source of well qualified library technicians to meet the challenge of change in the market place.



Scale drawing is the start

Interior Design has wide appeal

This program is for those who have a creative and imaginative personality, a zest for hard work and determination, and like meeting people and dealing with personal lives and corporate images.

The Interior Design profession is looking for this kind of person. A certain segment of our society is becoming more and more aware and conscious of what they want and what environment they want to live in.

You could meet that challenge by acquiring the proper academic training to branch out into a very interesting career.

THIRD-YEAR OPTION

We have a two year program with an optional third year, each tailored to your particular needs. We equip you for this by a series of Interior Design courses which will teach you rendering techniques, architectural drafting, layouts, and the professional presentation necessary for the creative interior designer. The work is practical, but includes theory. Instruction is by inspection, demonstration, discussion, and handling of materials under the guidance of interior designers who are conversant with contemporary conditions in the design industry.

The student tackles design problems and is helped to analyze them in ways which lead to creative solutions. Classroom theory backs this up with such topics as the History of Architecture and Furnishings to modern lighting, contemporary furniture and current professional trends.

TASTE, CREATIVITY

Student design projects are criticized and analysed from the point of view of taste and creative ability. The program covers interior design and related business practices and procedures. Specialists discuss trade information, such as selling and merchandising, essential to the proper conduct of business. Methods of buying, negotiation with sources of supply, shop organization, and psychological elements of customer approach and consultation are analyzed. Students are taught to supervise estimating, fabricating, and installation of the decorative features of a project, whether residential, commercial or institutional, with recordkeeping and billing included.

Today in our ever changing world design firms are in a great need for such talent.

POSITIONS WAITING

If you have been with us for the required time and meet the necessary requirements there could be a position waiting for you out there anywhere in Canada or the United States.

With your willingness to travel and enjoy life with a well paid position in a design firm you could have a bright, interesting future.

Applied Arts can offer *YOU* a program to prepare *YOU* for the future!

OSAP may have $$$$ for YOU

By ELAINE GRANDMAISON
Financial Aid Officer

The experience of post-secondary education can be a very exciting one. This time can also be one of great concern to you if you are faced with financial concerns. To assist you with meeting educational expenses the Ontario Student Assistance Program (OSAP) is available to Ontario residents who qualify for assistance. This assistance is awarded to "...supplement but not to replace your own financial contribution toward the cost of your education."

The Ministry of Colleges and Universities Awards Branch determines your "Allowable Educational Costs." This includes the cost of your fees, books, personal and living allowance and travel. The personal and living allowance cost is based on whether you live at home or away from home. An average assessment of educational costs for one year at Niagara College for a "Group A" student would be: student at home – $2,020.00; student away from home $4,500.00.

Once costs are assessed, "Calculate Resources" are computed to determine what you and your family can contribute towards these costs. This is processed from the information you provide on your application. You *will* initially be assessed to determine if you qualify for an Ontario Study Grant – (Provincial) this is not repayable. If you qualify and require additional funds you will be assessed for a Canada Student Loan – (Federal) to the allowable maximum and then an Ontario Student Loan – (Provincial). Note: Not all students are awarded a grant, some qualify for loan only, and some students do not qualify for assistance at all.

OSAP applications will be available in the Financial Aid Office April 1, 1985. This kit provides a great deal of information on this program. Take time to read the information carefully. Accuracy is vital – don't delay your assessment with inaccurate or inconsistent information.

APPLY EARLY

IT TAKES A MINIMUM OF EIGHT WEEKS TO PROCESS YOUR APPLICATION

Your award will not be released to you before classes commence in September. The Financial Aid Office is located in Hennepin Hall. If you have any questions, please do not hesitate to contact us.

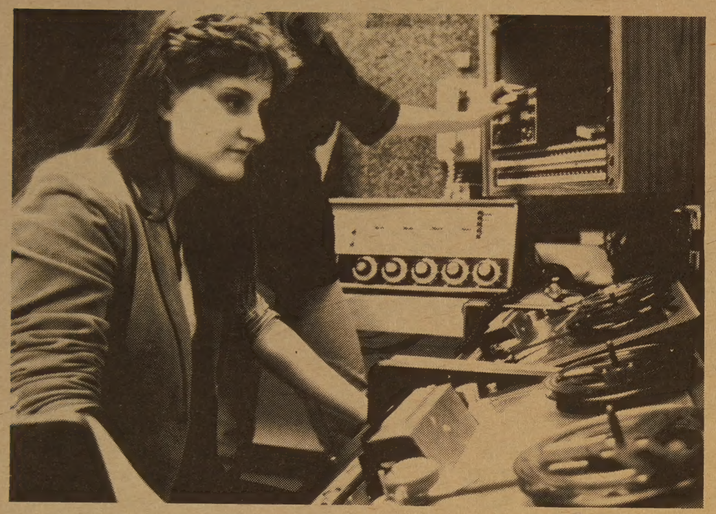
Prepare yourself for early expenses. **BUDGET** is a word you will often think about. Put this word into action; a good budget should help you in keeping your debt load to a minimum.

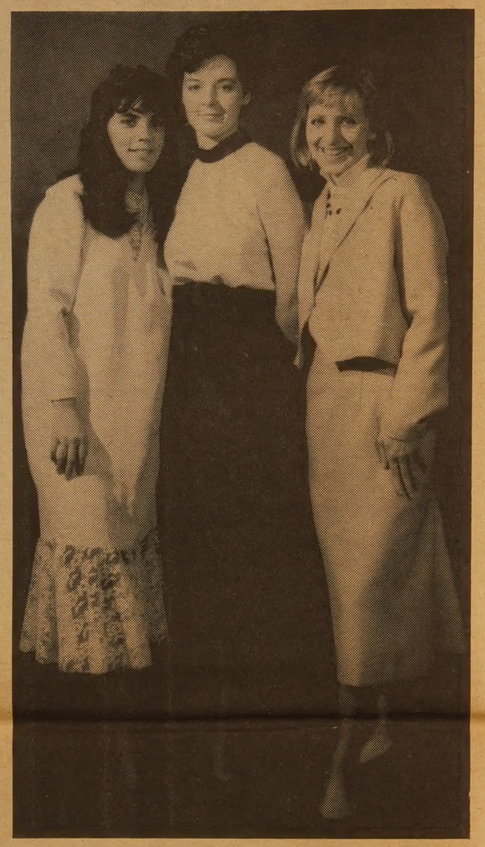
Help offered to students

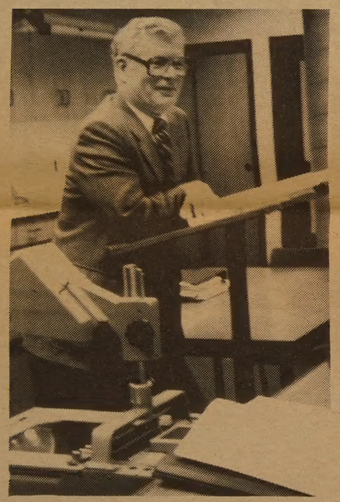
Educational and Student Services is in charge of several offices that help students: the registrar, admissions, financial aid and awards, timetabling, housing, transportation, athletics, counselling, health, placement and co-operative education services.

Other areas of the college this department is responsible for include: information services, learning resource centres, media centres, planning and development and French Language Services.

Learn, have fun, make new friends at Niagara



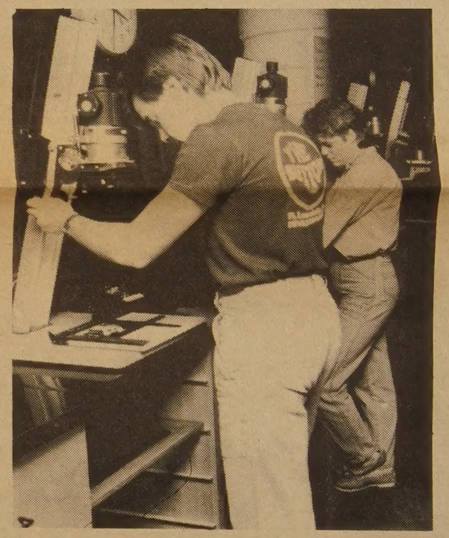


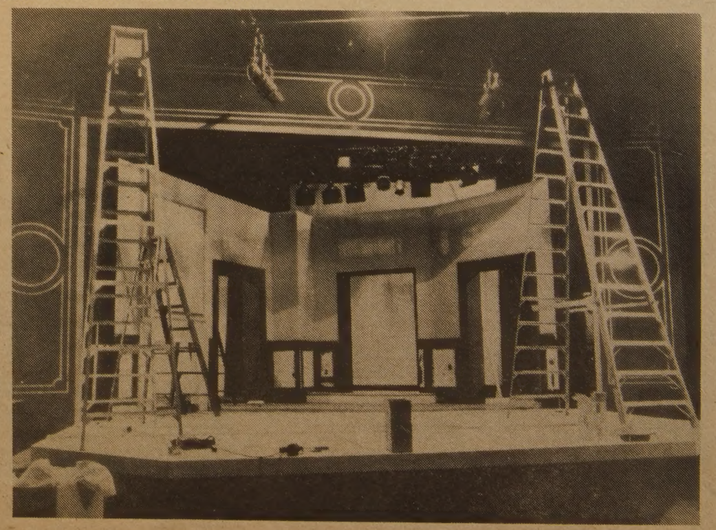


NIAGARA COLLEGE
SINCE 1967
OF APPLIED ARTS AND TECHNOLOGY
REGION OF NIAGARA

Your career starts at Niagara

Photography:
Ken Goudswaard
Greg Gribble
Sandra Lockhart





Second-year Law and Security students gain experience with the NRP auxilary force

Law & Security

Seeks 'motivated' students

The police agencies of municipalities, provinces, and the federal government seek well qualified and motivated applicants who are suited for a variety of law enforcement duties. As well, Canada Customs, Immigration Canada and a host of private security agencies equally seek such well qualified and motivated individuals. The Law and Security Administration Program is primarily designed to prepare students for these and similar careers.

The Program begins with a course which is a survey of the many agencies in the enforcement of law, accompanied by two courses which offer both a history of law in general and the history of criminal law in Canada.

Once this introductory phase is completed the students study the many and varied offences which have been made unlawful through statutes or law books and the rules governing what evidence may be submitted to a court of law.

SPECIAL AREAS

As students begin second year they select a specialty area of police-related courses, security-related courses, or the Customs or Immigration fields and study specially prepared courses dealing with these topics. Through a special arrangement with the Niagara Regional Police Force, those students in the police speciality field may be allowed into the Auxiliary Cadet program which will allow them to attend with the police department during the term and observe day-to-day police operations and learn that the theories studied in class have many and varied practical applications.

In summary, during the two years of college attendance, students study those general subjects which will assist them to become better educated and prepared to continue in the adult world.

They study those specialist subjects which will allow them to better understand the Criminal Justice System which they have indicated an interest in entering and through their specialist courses have gained information in that chosen field.

They are now ready to enter their career field and to immediately make a significant and valuable contribution.

Fine Arts a career

You have probably heard the question, "What can you do with art?" You may believe that there is no money in art, and you probably believe that the artist, being of little importance, only paints or draws pictures. Nothing could be farther from the truth.

The Graphic Arts Review recently published an article which shows that the art industry is the second largest industry in the world next to defense spending. There is virtually nothing made in our society that the artist has not been involved with in one way or another. The technology of art is awesome; from computers to lasers, it needs creative minds to feed it.

This article is intended to inform you of the many careers that exist and the role that Niagara College can play in helping you make a decision about a career in art.

Fine Arts is concerned with the art training of art teachers, art historians, curators, painters, sculptors, print-making and etching engraving.

At Niagara College the Fine Art Option provides a sound basic one-year program in four areas: basic oil painting, life drawing and anatomy, silk screen reproduction and design layout, hand-lettering and basic process photography. Through sound instruction, students gain experience, skill satisfaction and discipline. A portfolio of work is a pre-requisite for entrance to advanced training in both industrial and educational settings.

The Art Option, over the past five years, has prepared many students for an art career. There are at present 32 former Niagara College students studying at the Ontario College of Art and more will enter the first year at the Art College in the future.

Over the years our graduates have been accepted for further training at universities and colleges throughout this province. The Ontario College of Art offers only 300 first year places and has approximately 2,800 applications for those seats.

Social Services helps handle today's problems

Drug abuse, alcoholism, suicide, unemployment, juvenile delinquency, broken homes and child abuse seem to be the signs of the times.

Niagara College's two year social service worker program trains students to deal with these and virtually all aspects of social work.

With the only college in the Provice to offer the diploma program through part-time study and with more than 300 applicants this year, the program is definitely booming.

A governmental stipulation, set by the Ministry of Colleges and Universities, limits the number of admissions to the program per year, requiring an extensive screening process. Applicants are expected to demonstrate personal awareness, maturity, patience and compassion. The Ministry sets the number the program can admit to avoid flooding the market with graduates and to ensure enough field placement opportunities in social service agencies. More than 50 per cent of the students are in the 20 to 30 age group.

ROLE-PLAYING

Role-playing in video-taped exercises helps the students to develop awareness of how they look in counselling situations. Students need to be involved to the extent that they can recognize the feelings of the person involved, but must be controlled enough as a worker to keep their own feelings separate.

FIELD WORK

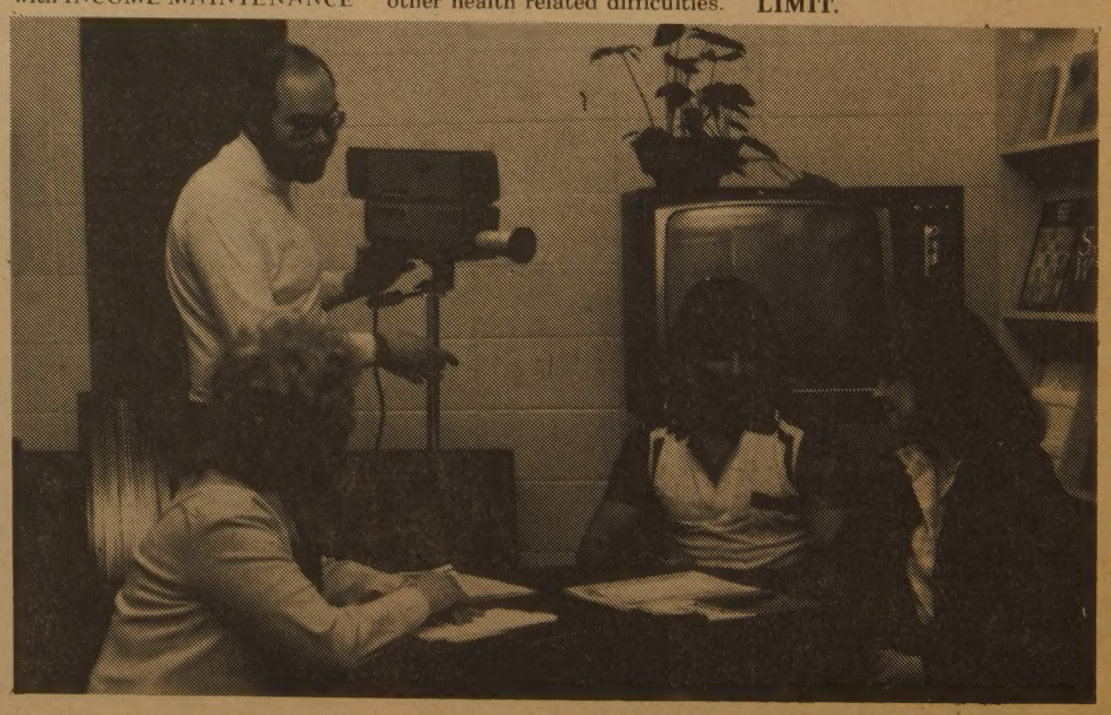
The rigorous program is based on 40 per cent practical work, consisting of more than 600 hours of field work by the end of two years.

After first term, two days a week are devoted to field placement in many social agencies throughout the Niagara Region.

EMPLOYMENT

Since there are so many governmental and private agencies which hire social service workers, graduate placement in not terribly affected by public service cutbacks. Trained as counsellors in individual casework or group situations, graduates are scattered throughout the peninsula and the Province working in a wide variety of agencies. They are employed with YOUTH in residential centres, group homes, school settings befriending agencies; with SENIORS in community work and applications for care; with WOMEN in protection and counselling places; with the DEVELOPMENTALLY HANDICAPPED in residences, group homes, and sheltered workshops; with INCOME MAINTENANCE applicants and recipients; and with other ADULTS who may be in conflict with the law, and who may have emotional disabilities or other health related difficulties.

The wide-ranging practical experience, the sensitivity and adaptability of our graduates have led to many challenging and creative positions. THE SKY'S THE LIMIT.



Role-playing in counselling situations.

Early Childhood Education provides skills with children

Are you interested in understanding adults and children and how they cope with their world?

Would you like to contribute to the well being and security of children and to the education of parents?

Would you like to have a career working with exceptional children in an integrated setting?

Does your interest lie in working with infants and very young children in a group or home setting?

The Early Childhood Education Program at Niagara College of Applied Arts and Technology is planned to help you realize these goals.

The two-year program acquaints you with Psychology, Child development and child research skills for teaching young children and for working with parents are inherent in courses of pre-school methods, science and child guidance.

Liberal studies courses and English contribute to your broader knowledge and confidence.

'We have fun in Early Childhood'

LAB SCHOOL

A lab school on campus gives you the opportunity to work with highly trained experienced staff, while you learn to care for and educate children from three months to six years of age.

Are you bilingual in French and English? The two year Education des Petits Program parallels the Early Childhood Education Program, as well as providing opportunities to study and practise in the French language.

A third optional year in Infant Care and Education has recently been designed, in order that you may complete additional studies to work with the very young child from birth to 30 months.

Do you wish to proceed into a B.A. in Child Studies or ABA/B.Ed in Early Childhood Education? Our co-operative program with Brock University allows you to carry credits on to Brock.

There are 22 Community Colleges offering Early Childhood Education. Consider the advantages of living in the beautiful Niagara Peninsula, and of attending Niagara College in our Early Childhood Education Program.

Our faculty have exceptional qualities for your education. Our centre and staff provide a unique practical experience in half-day, full-day, infant and bilingual programs. Our community placements are varied, from regional and private centres to kindergarten, junior kindergarten, and exceptional centres.

Apply to Niagara. You'll love our program!

Small presentations are course feature

Human Relations

Stresses 'flexibility'

Our skill-oriented program in Human Relations stresses in a practical format an even balance between the basic concepts and skills needed for effective dealing with people on a one-to-one or on a small group basis. These critical skills will form a flexible basis for students who have decided on any of a variety of careers working with people and will distinguish our graduates from other programs.

The first year provides a comprehensive introduction to the major areas of program study: communications skills, leadership skills, and motivational skills. The second year not only intensifies these skills but offers the opportunity to specialize in selected areas. Instructors in the Program encourage active student participation in discussions and in exercises. Various instructional methods include case studies, role playing and discussion/lectures. In both years, field placement provides an opportunity to view these skills in the working place and to provide material for career selection.

Successful graduates of the Human Relations Program have gone to work in a variety of people-helping careers. A recent graduate does the Public Relations for a major attraction in New York State, while other graduates work with the handicapped, the public, in such varied positions as counsellor, Customs/Immigration officers, hotel administration, and sales representatives in business.

And, overall the job placement continues to be above average.

Student Services: *Making transition easier, helping applicants cope*

By BETTE FERGUSON
Director, Student Services

Making the transition from high school to college is sometimes difficult for people. Student Services is dedicated to assisting students bridge the gap with an array of coping strategies.

We provide a wide variety of support services to students at the college. The following are some of these: counselling, health, placement, athletics and recreation, and student transportation.

COUNSELLING SERVICES

Counsellors can provide assistance in many ways. In addition to confidential counselling of a personal, social or vocational nature, they can help with adjustment to college life, effective problem-solving, self-assessment, stress management, and study skills.

A three-day orientation to the college is offered to all freshmen students prior to the start of classes in September. The counselling department also organizes a peer tutoring service for students who are experiencing academic difficulties and need some extra help.

The counselling department is also responsible for the Career and Study Skills Library which is located in the Learning Resource Centre.

HEALTH SERVICES

There is a registered nurse on campus throughout the day to assist with confidential health counselling and any special health problems. Medical clinics with a physician in attendance are also available three mornings per week.

PLACEMENT SERVICES

To help students to compete successfully for employment and make the transition from college to the work place, we have two full-time placement counsellors who assist students in every way possible. Our 1984 graduates enjoyed a placement rate of almost 80 per cent.

STUDENT TRANSPORTATION SERVICES

If you do not own a car, you may wish to take advantage of our student transportation system which provides a busing service to and from the Welland Campus for selected areas of the peninsula.

ATHLETIC AND RECREATION SERVICES

Niagara College is a member of the Ontario Colleges Athletic Association and participates in six of its activities. These include intercollegiate golf, tennis – men and women; badminton – men and women; curling – men, women, mixed; women's basketball and men's basketball. We also have a strong intercollegiate men's hockey team which participates with other colleges and universities from New York and Pennsylvania in the International Colleges Hockey League.

Niagara College is also a member of the Canadian Colleges Athletic Association and is eligible to participate in the Canadian Championships in men's basketball, women's basketball and badminton if the teams and/or individuals qualify.

We sincerely hope that you will take advantage of the facilities and activities offered at the college. Come on over, meet new friends and "get involved." Life is a lot more fun that way.

Remember, "You do not have anything if you do not have your health."

**"Maybe it's time you jumped into something more demanding than a car pool!"*

**"Let's run around together!"*

**"Time for fitness is time on your side!"*

**"If you think fitness is a distant goal, consider this: You can walk all the way!"*

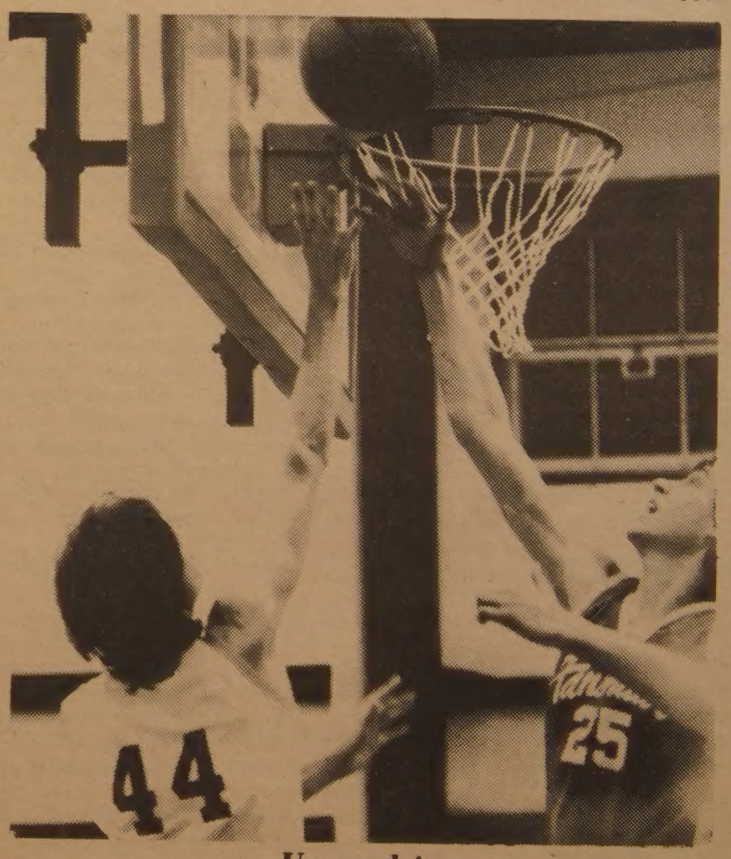
The Athletic department would take a great deal of pleasure in welcoming you to Niagara College. We would hope that you will take advantage of the services and facilities offered to you by our department.

Our facilities include a large gymnasium suitable for basketball, volleyball (two courts), badminton (six courts), and room for a host of other activities should you wish to participate. Close to the gymnasium we have a fitness centre with much of the latest weight and cardiovascular equipment. Outdoors we have three all-weather tennis courts, two football/soccer playing fields and one softball diamond. We also rent pools and gymnasiums throughout the peninsula to service our satellite campuses.

Students may choose many types and forms of activity to take part in during the college year. Classes utilize approximately 60 per cent of gymnasium time which leaves 40 per cent of the time for intramurals and free play. During this free time, students are welcome to participate in the activity of their choice.

Intramural games and tournaments are held each Tuesday and Thursday from noon until 2 p.m. when 90 per cent of our students are given a double spare over lunch to participate in athletic endeavors and other club activities as they desire. Sport activities offered during these intramural times are golf, tennis, touch football, softball, badminton, men's, women's and mixed volleyball, ice hockey, basketball, and floor hockey.

Should you decide to enter a program at Niagara College, we wish you every success and hope that Student Services can help you to make your time at college successful, productive and happy.



Up and in

Bottom line

There are many good jobs for Applied Arts grads

Overall, the School of Applied Arts had an average of 80 per cent placement, including related and unrelated jobs, which was an increase of 4.4 per cent over 1983.

These figures were prepared for an internal college document "Placement 1984" but have been amended in a few cases where updated information is available.

BROADCAST RADIO/TELEVISION

1984 Graduates – 19

Employed, related (local)	6
Employed, related (out of area)	6
Employed, unrelated	0
Other plans	2
Seeking employment	5

70.6 per cent of those seeking employment have been placed.

EARLY CHILDHOOD EDUCATION

1984 Graduates – 51

Employed, related (local)	27
Employed, related (out of area)	10
Employed, unrelated	0
Other plans	10
Seeking employment	4

90 per cent of those seeking employment have been placed.

FASHION ARTS

1984 Graduates – 18

Employed, related (local)	5
Employed, related (out of area)	5
Employed, unrelated	1
Other plans	6
Seeking employment	1

92 per cent of those seeking employment have been placed.

HUMAN RELATIONS

1984 Graduates – 19

Employed, related (local)	11
Employed, related (out of area)	0
Employed, unrelated	0
Other plans	7
Seeking employment	1

92 per cent of those seeking employment have been placed.

JOURNALISM

1984 Graduates – 9

Employed, related (local)	3
Employed, related (out of area)	4
Employed, unrelated	1
Other plans	1
Seeking employment	0

100 per cent of those seeking employment have been placed.

LIBRARY TECHNICIAN

1984 Graduates – 21

Employed, related (local)	9
Employed, related (out of area)	4
Employed, unrelated	2
Other plans	1
Seeking employment	5

75 per cent of those seeking employment have been placed.

THEATRE ARTS

1984 Graduates – 17

Employed, related (local)	3
Employed, related (out of area)	3
Employed, unrelated	0
Other plans	11
Seeking employment	0

100 per cent of those seeking employment have been placed.

EDUCATIONAL RESOURCE TECHNICIAN

1984 Graduates – 16

Employed, related (local)	9
Employed, related (out of area)	5
Employed, unrelated	0
Other plans	2
Seeking employment	0

100 per cent of those seeking employment have been placed.

EDUCATION DES PETITS

1984 Graduates – 4

Employed, related (local)	0
Employed, related (out of area)	1
Employed, unrelatedd	0
Other plans	3
Seeking employment	0

80 per cent of those seeking employment have been placed.

HORTICULTURAL TECHNICIAN

1984 Graduates – 26

Employed, related (local)	10
Employed, related (out of area)	13
Employed, unrelated	1
Other plans	1
Seeking employment	1

96 per cent of those seeking employment have been placed.

INTERIOR DECORATING

1984 Graduates – 17

Employed, related (local)	2
Employed, related (out of area)	1
Employed, unrelated	0
Other plans	14
Seeking employment	0

100 per cent of those seeking employment have been placed.

LAW & SECURITY ADMINISTRATION

1984 Graduates – 58

Employed, related (local)	19
Employed, related (out of area)	3
Employed, unrelated	13
Other plans	6
Seeking employment	17

66 per cent of those seeking employment have been placed.

SOCIAL SERVICES

1984 Graduates – 26

Employed, related (local)	17
Employed, related (out of area)	1
Employed, unrelated	1
Other plans	5
Seeking employment	2

90 per cent of those seeking employment have been placed.

ADVANCED THEATRE ARTS

1984 Graduates – 6

Employed, related (local)	3
Employed, related (out of area)	3
Employed, unrelated	0
Other plans	0
Seeking employment	0

100 per cent of those seeking employment have been placed.

Computers enter elective courses

Variety of Electives

Niagara College has a mandate to train and develop its graduates for a vocation and career. At the same time, college days are a time to search, a time to explore a wide range of life questions that concern ourselves, our society and our world.

The philosophy behind the **General Electives** program reflects our beliefs that true knowledge and wisdom begin with an understanding of oneself and other people and extends to our society and the world.

General Electives give students a chance to learn and as one authority has said, "the most important skill in the job market is the ability to learn."

With these objectives in mind, students at Niagara College are offered a wide range of elective topics, such as:

* social deviance
* marriage relationships
* stress management
* children's literature
* the new Charter of Rights
* women's role in Canadian society
* evolution of man
* fundamentals of microcomputers
* the French language
* labour unions
* social impact of the computer
* business and government
* issues in health care
* recreation and leisure

We know full well the value of specific training for a vocation. We also suggest that self-understanding, social awareness, an understanding of culture and citizenship, and appreciation of grave social and political programs, help make our graduates sophisticated women and men of the world.

Studies in psychology

How do babies learn to talk? What motivates a person to commit crimes? Can we learn to win arguments without losing friends? Psychology instructors and students studying psychology at Niagara College try to find the answers to many fascinating questions.

Here at Niagara, many different programs include psychology courses. Dental Hygiene students study the research literature to answer questions like – How can I explain teeth scaling to an intellectually handicapped patient? How can I help patients feel less stress in the dental chair?

Early Childhood Education students study questions like: Can the intelligence of children be raised by stimulation programs? How can teachers and parents raise mentally healthy children?

Health Science Preparation students ask, How can I help a patient adjust to a chronic illness? Ambulance and Emergency students wonder, How can I assist a patient who is intoxicated? Law and Security Administration students consider, How can I resolve a domestic dispute without anyone being injured?

Psychology courses are also popular electives that contribute to the general education of college students from programs as diverse as Computer Technology and Library Technicians, Secretarial Arts and Hotel and Restaurant Administration. Niagara students choose from a wide variety that includes: Stress and Stress Management, The Psychology of Child Management, Explorations in Dream Theory, Teaching Illiterate Adults to Read and Write, and Critical Issues in Psychology.

From Human Relations to Educational Psychology, from Personality Dynamics to Mental Health, there are exciting opportunities to study psychology at Niagara College.

General College unique in work, structure

The General College program enables students to choose their own individualized programs from a wide variety of subjects.

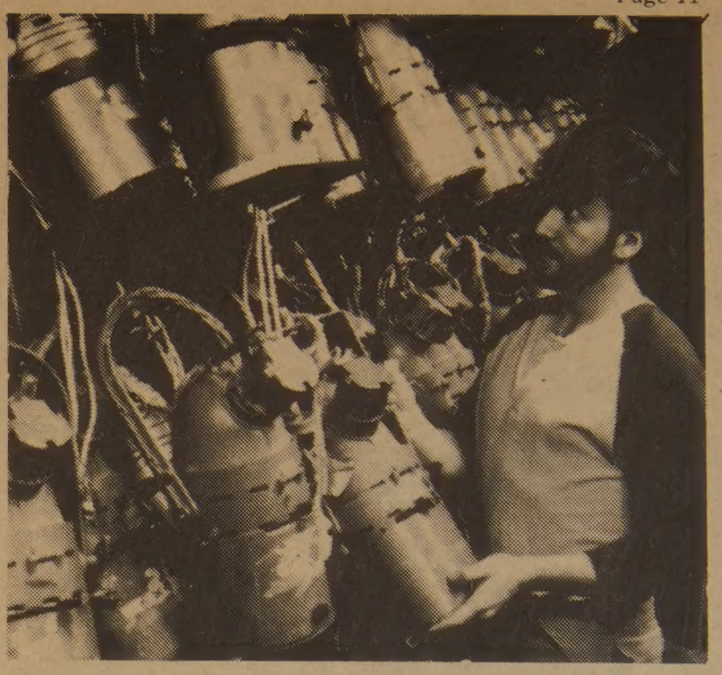
The program is often taken as a forerunnner to further education. Many of its students move on to further education or skill-training before the graduating term.

The statistics for 1984 were:

1984 Graduates – 11

Employed, related (local)	2
Employed, related (out of area)	1
Employed, unrelated	0
Other plans	3
Seeking employment	5

Putting it together in the News



Behind the scenes

Journalism-Print students lead lives of reporters

Linda is a copy editor with The Globe and Mail.

Penny is a CBC, Vancouver, broadcaster.

Nelle reports for Canadian Press at Thunder Bay.

Bev, Anita, Joe and **Tony** report and take pictures for the Niagara Falls Review.

Judy is a reporter on the Sarnia Observer.

Jeff is chief photographer for the Grand Prairie, Alta., Daily Herald-Tribune.

Kathy is anchorwoman for CHCH-TV, Hamilton.

Gloria is traffic manager for CFMT-TV, Toronto.

Paul and **Paul** are reporters for The Hamilton Spectator.

Phyllis is editor of the Fort Frie, Ont., Times-Review; **Pauline** and **Bonnie** are reporters there.

Garnet is managing editor at St. Thomas; **Bob**, at Woodstock; **Doug** at Orangeville, and **Rob** at Moncton, N.B.

Diane is editor of Canadian Stamp Magazine at Bracebridge, Ont.

The list goes on and on – success stories of Jounalism-Print program students, some of whom obtained experience on smaller newspapers before going on to the larger ones. the practical nature of the program gives smaller daily and weekly newspaper work-ready employees – ready to take on assignments in reporting, writing, photography and lay-out from the first day on the job.

Regularly 100 per cent of journalism students – even some non-graduates who may not have completed an elective – who actively seek work have newspaper jobs. The demand for Niagara College journalism students is strong every year, so much so that each year jobs go unfilled.

Journalism students get their practical training starting in the first term, covering speakers who visit the college. The life of becoming reporters, photographers and interviewers intensifies with each term until, by the second year, they are no longer students but reporters and photographers for the Niagara News, the practical lab of the program.

In addition to specialist subjects dealing with reporting, photography, the law and lay-out, the program is rich in liberal studies such as history, politics, current events, economics and geography.

Through the Niagara News, the "new" reporters live the lives of reporters and reporter-photographers, facing an important challenge to present the news as it should be presented by an ever more important Canadian profession.

And the reporters' development is guided by professional journalists through the four terms of the two years in Journalism-Print.

Art exhibitions

Hennepin Art Gallery is a gallery for the entire community of Welland, and not just for the college.

Exhibitions of work by artists from the Niagara Region and from farther afield are arranged each month. Some shows have displayed paintings by college faculty and by fine arts students.

Across country

Theatre grads work backstage

For every professional theatre company taking a bow onstage in Canada, there is likely to be at least one Niagara College Theatre graduate backstage helping to make it happen.

In theatres throughout the country, the large numbers of production personnel who are graduates of Niagara College attest to the fact that the Theatre Program is one of the country's foremost training facilities for technical theatre. Our graduates' names may not be up in lights, but they are the people who keep those lights and all the other technical areas going.

The intense, two-year practical program, augmented with appropriate theory and academic studies, gives the student a thorough knowledge of contemporary theatre practices, and highly developed skills in specific areas of his or her choice.

Graduates from the two-year program, who have attained an outstanding level of achievement, are invited to return for two additional semesters of further skill refinement. The first of these two semesters is spent at the Theatre Centre, where the student is involved in developing further specialized skills and production responsibilities.

The student spends the second of these two semesters on a work-experience placement with a professional theatre. Throughout the country, theatres welcome our students who subsequently find ready employment within the theatre industry and related fields. This placement record is very nearly 100 per cent.

In accordance with the mixture of the theoretical and the practical exhibited in the program, the faculty is comprised of individuals who combine an outstanding level of practical skills with effective teaching talents. They work together to insure that the graduates are well-qualified to begin rewarding careers in technical theatre.

Recognition of the effectiveness of the Niagara College Theatre program is reflected, not only in the high employment rate among its graduates, but also in the large numbers of out-of-province students, from every region of Canada, who have selected this program as the best way to prepare themselves for careers in technical theatre.

In radio, television Genuine hands-on experience

Why should you study Broadcasting at Niagara College? Why indeed...there are other colleges offering a variety of courses in broadcasting throughout the province.

Niagara College is the only college with a three year program which includes Radio, Television and Film production and offers you the ability to specialize in your chosen field after 1½ years.....after you have had a chance to make up your mind about exactly what you would like to do. This is a very important feature if you are one of the many students who know that they would like to work in some area of radio, television or film but are not sure just where.

Students in Niagara's Broadcasting program become involved in a variety of genuine hands on broadcast projects.

For example...Radio students use four control rooms and production facilities to run a closed circuit radio station CRNC, which is carried daily by Maclean Hunter Cable TV and Armstrong Communications. Radio specialists also produce a weekly magazine program featuring topical interviews, movie and music reviews and editorials all designed to prepare graduates for the variety of jobs in radio. A unique aspect of Niagara's program allows students interested in performing to develop their talent in both radio and television. Radio specialists provide a talent pool for T.V. and film production.

Frank Fanstone, News Director – CHSC/CHRE – St. Catharines

Elaine MacDonald, Producer – CHUM FM – Toronto

Randy Stanley, CHOW – Welland

Television students utilize the College's colour mobile television van, computer editing system and portable television equipment to produce news and current affairs programs, variety programs, children's programs, and interviews. Our mobile cameras also cover area parades, elections, hockey and basketball games which are broadcast to the Peninsula over the area cable stations. This spring Niagara College fed coverage of the Ontario Winter Games to Ontario television stations via Anik C3 satellite.

Anne Mroczkowski, News Anchor – City TV – Toronto

Don Thomas, Promotion – BCTV – Vancouver

Ron Kronstein, Anchor – ATV News – Halifax

In addition to producing 16 mm films during the school year, our film students have been able to use government grants to produce documentary films on a variety of subjects of local interest during the summer months. This provided summer employment and a professional job situation. These films have been very successful and are being distributed to the educational market. One film will be televised on P.B.S. this spring.

Greg Darling – CBC Film Editor – Toronto

Jim Cassidy – CBC – Saskatoon

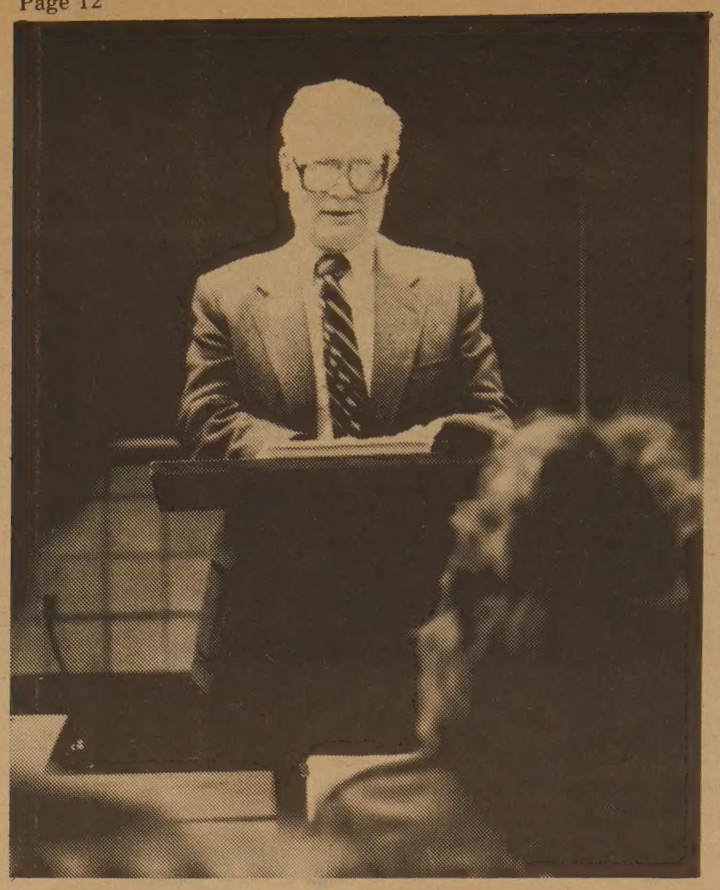
Chris Lees – Canada – Fidelity Sound – Toronto

Field placement or internship is another important feature of the Broadcasting program at Niagara. Students are placed with radio and television stations, post production centres, network research offices police audio visual units, cable television stations, film production companies, music video centres and electronic news gathering centres for periods of 2-3 weeks in their final term. This not only provides excellent experience and exposure, but often leads to full time employment upon graduation.

Our job placement figures are good...in fact they are very impressive. We assist in placing between 85-95 per cent of our graduates. We can't guarantee you a job when you graduate – but then neither can anybody else if they are being honest with you. We can offer you a top notch three year program in all facets of broadcasting with a proven track record.

Come to

NIAGARA



Telling it like it is.

Labour Relations 'useful investment'

Are you making the best use of your time -- at night? Join the **Management-Labour Relations Certificate Program.**

As a result of a small investment of their time and money:

Gloria is more secure – she says she know more about the why's of her job and has outlasted two bosses, and best of all it shows in her ultimate performance appraisal – each pay day.

Marilyn now runs prestigious training courses for members of senior management for many of the largest companies and the governments in the country.

Reg expanded on the concept of participatory management learned in this program to the benefit of both management and labour. He claims this program has reduced company costs and the employees have benefited through greater involvement and a better work environment.

Dave won a personnel manager's job because of his track record of investing time in the field of his choice that culminated with a certificate in Management Labour Relations.

Joan and Harry wanted a course in collective bargaining because they suddenly found themselves on their organization's negotiating team.

Why don't you consider enriching, updating, or enlarging your investment in YOUR human resources – it's a terrific bargain – both in terms of $ and in terms of time. Only one evening a week and only 10 weeks. THINK! what better way to enhance and/or expand your knowledge.

MANAGEMENT-LABOUR RELATIONS CERTIFICATE PROGRAM

– 7-10 p.m. (one night per week)
– 10 weeks per course
– courses (in 2 yrs. – you can do it)

Rewards:
improved people-management skills.
less stress in your life
more inter-personal power
more JOB SECURITY

Organizations are very concerned about investing in training and development or what they now call investing in human resources. Many companies have a policy of paying most or all of the tuition for successfully completed courses. If you have this option, have you used it?

For those who aren't so fortunate, have you considered investing some of your disposable income in yourself? -- very little money ($30 per course) and a paltry time budget of five/one thousandths of your waking hours this year.

WHY NOT YOU IN THE MANAGEMENT-LABOUR RELATIONS DIPLOMA PROGRAM?

English electives: multiple choices

Do you enjoy Canadian fiction?
Are you a movie buff?
Do you wish you could read faster and better?
Are you terrified when you have to give a speech?

The English electives may have just the course for you. All Applied Arts students have the opportunity to choose from a wide range of elective courses in the second year of their program.

Canadian Literature, The Film, Effective Reading, Public Speaking, these are some of the offerings available. Other courses include Children's Literature, Propaganda and Persuasion, Detective Fiction, and Effective Interpersonal Communications.

Whatever your interests, you should find an English elective that suits you to a tee.

Lisa, Monica and Gina strut high fashion – their designs

Meet the ACHIEVERS...

MARI LITTLE

FASHION ARTS GRADUATE, 1977
Asst. Designer, Molyclaire, Montreal; Supervising Mgr., Suzy Shier, Hamilton & Fashion Instructor, Mohawk.

ELAINE ALGUIRE

FASHION ARTS GRADUATE, 1981
Advertising Mgr., The Right House Department Stores

BILL McARTHUR

FASHION ARTS GRADUATE, 1973
Store Mgr., Asher's, Harbour Center, Vancouver

HEATHER LANE

FASHION ARTS GRADUATE, 1981
Honour Graduate, Paris Fashion Institute, France; Costume Dept. Shaw Festival & Fashion Instructor, Mohawk College

LAINE FERGUSON

FASHION ARTS GRADUATE, 1978
Divisional Marketing Mgr., Big Steel, Toronto

LAURIE SYER

FASHION ARTS GRADUATE, 1980
Fashion Buyer, Robinson,s Dept. Stores, Hamilton

Join the ACHIEVERS!

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FASHION ARTS GRADUATE, 1987

THE GRADUATES SPEAK...

"As a Fashion Arts grad I was employed at a higher starting salary with an expanding store chain. Today I have a keen sense of accomplishment and self-awareness." **MARI LITTLE**

"After attending the Fashion Arts Program at Niagara College, I gained the background necessary to step into a management position in Advertising without any other previous experience in the field." **ELAINE ALGUIRE**

"Fashion Arts at Niagara gave me the opportunity to develop a personal style and establish a solid base for career-building." **HEATHER LANE.**

"I gained self-confidence and a sense of responsibility during the two-year Fashion Arts Program, which are necessary to cope in the fast-paced world of fashion." **LAURIE SYER.**

Fashion Arts Program